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ABSTRACT

The report is one of the three documents designed to provide baseline data on the delivery of vocational and special education services for secondary level mildly handicapped learners in 13 school districts in Washington State. Specifically, the report examines the programming patterns in the enrollment of secondary special education students in a variety of vocationally related program types and options within each program type. Results of data collection are discussed in sections on quantitative and qualitative data. Quantitative data include enrollment figures by handicapping condition, program type, and program area. Charts also depict percentages of involvement in program type for students with specific disabilities. Qualitative data link goal statements on students' individualized education programs and program placement. Central among findings was a lack of coordination of effort among instructional providers. (CL)

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VOCATIONAL & SPECIAL EDUCATION

Educational Service District 121

PIERCE COUNTY COOPERATIVE

An Assessment of Secondary Vocational Program Placement and Corresponding IEP Goal Statements (FY 83-84)

EC171342

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AN ASSESSMENT OF SECONDARY VOCATIONAL PROGRAM PLACEMENTS AND CORRESPONDING IEP GOAL STATEMENTS (FY 83-84)

Douglas H. Gill

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Vocational/Special Education
Cooperative
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October, 1984

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INTRODUCTION

The Educational Service District 121 Pierce County Vocational/Special Education Cooperative was initiated during the 1983-84 school year to coordinate the delivery of vocational and special education services for secondary level mildly handicapped learners in thirteen school districts in the State of Washington. As the Cooperative unfolded, a clear need for a baseline data collection was evident, and featured as an integral part of the first annual program of work. Three types of data collection were instituted during the baseline year of 1983-84, and will be replicated thoughout the remainder of the Cooperative's duration as a major component of the overall Cooperative evaluation process. All three of these data collection efforts describe some identifiable characteristics of the pre-Cooperative state of practice.

The first two baseline studies in the series, A Determination of Vocational Education Staff Input and Involvement in the IEP Process at the Secondary Level, and An Employment Related Follow-up of Former Special Education Students in Pierce County, Washington (1983-84) have been printed and selectively disseminated. The documents are also on file in the Cooperative office and available through the national Educational Resources Information Center (ERIC).

The first two products of the baseline data collection outline the degree of coordination of instructional effort between the disciplines of vocational and special education, and the current prospects for employment and further training of special education students beyond the high school years.

This document, An Assessment of Secondary Vocational Program Placements and Corresponding IEP Goal Statements (FY 83-84), is the third and final aspect of baseline information collected by the Cooperative. It was designed to ascertain the existence of recognizable quantitative and qualitative programming patterns in the enrollment of secondary special education students in a variety of vocationally related program types and options within each program type.

As such, the study is divided into four major segments: purpose, procedures, results, and observations. The purpose describes why the study was undertaken. The procedures outline how the data was collected. The results of the study are shown in a collection of figures and charts, and the observations are drawn from the results that are exhibited.

The Cooperative wishes to thank all of the participating districts for their untiring efforts in collecting the data presented in this study, and their obvious commitment to quality programming in the transition from school to work for secondary handicapped youth that resulted in the

establishment of this consortium. It is a bold step for districts to allow themselves to be honestly and accurately portrayed in a data collection endeavor of this nature. The data contained in this document is intended to be used as a foundation upon which to build and measure against, not as evidence of indictment for past programming practices.

PURPOSE OF THE STUDY

The purpose of this study was two-fold: (1) to quantitatively describe the vocationally related enrollment of all secondary level (grades 10-12) mildly handicapped learners in Pierce County public schools, and (2) to make some qualitative judgements about the enrollment figures by categorizing corresponding goal statements on Individualized Education Programs (IEPs).

Simply knowing the numbers of handicapped students that participate in program type and option within each program type is not sufficient to provide a complete picture of what happens with handicapped students in a programmatic sense. Therefore, this study attempted to gather data in several phases or passes.

First, all mildly handicapped youth identified by special education in each district, grades 10-12, were located to determine the various county-wide percentages of handicapping condition. Second, student schedules were reviewed to ascertain the types of vocationally related programs they were involved with. Next, the various program options within each program type were isolated and analyzed with all previous data. And finally, each student's Individualized Education Program (IEP) was reviewed to extract pertinent information concerning the qualitative nature of IEP goal statements that corresponded to each

student's involvement in the reported program type and/or subsequent program option. Given this composite information, overall statements about the nature of vocational education and training of handicapped learners in Pierce County can be made with some degree of reliability.

PROCEDURES

Soon after the formation of the Educational Service District 121 Pierce County Vocational/Special Education Cooperative in the fall of 1983, a program of work was developed and approved by the Cooperative advisory committee. A portion of this program of work dealt with a baseline data collection effort. As indicated earlier, one-third of the baseline data collection focused on program placement information in both a quantitative and qualitative sense. A data collection subcommittee was formed from the overall advisory committee in October of 1983 to develop data collection strategies, forms and timelines for each participating district. A single form was devised by the subcommittee that would capture all of the information needed for this study (see Appendix A). Completion of the form required multiple entries.

The data collection form was mailed to each participating district administrator with prescribed timelines for return. The administrators assigned people at the district

level to complete each form from student records and file review. All thirteen districts participated in the study. A coding legend and instructions for completing the forms were also sent to each district (see Appendices B and C). After the forms were completed, student names were deleted to maintain confidentiality, and the forms were forwarded to the Cooperative office. At the Cooperative office, information about students was logged onto a mainframe computer system in one of the districts via modem. A program was written to sum all data by county and district at the mainframe in Franklin Pierce School District. The enrollment data was then cross-referenced to State reporting forms to establish validity of the student counts. After the data summaries were run and cross-referenced, the data was tabulated and reported in present form.

In the reporting of data it should be noted that both unduplicated and duplicated counts are shown. The unduplicated count is used when reporting countywide numbers of handicapped learners. The duplicated count is used when reporting program related information because at any one time, students may be enrolled in more than one program type or option.

RESULTS

The results of this study will be presented in two major sections: Quantitative Data and Qualitative Data. Each sec-

tion will be further divided into summary statements about each figure or graph in the respective major section. The charts and graphs will follow the summary statements.

QUANTITATIVE DATA

Figure 1: This figure represents the actual number of handicapped students enrolled in Pierce County schools (thirteen districts) by handicapping condition, grades 10-12. The percentage of total for each handicapping condition is also presented. The total of 1372 students is an unduplicated count, and is verified by State special education reporting forms.

Figure 2: For comparison purposes, this figure is included from Office for Civil Rights data collected during the 1979 survey resulting from the 1977 Adams vs. Califano Consent Decree (Eddy, 1983).

Figure 3: Figure 3 describes the enrollment percentages of handicapped students at the secondary (grades 10-12) level in Pierce County from a vocational perspective, and includes those students with no vocationally related program. Three basic program types are shown in this figure.

Reimbursable vocational education programs are programs that are funded with State and federal vocational education

FIGURE 1

Secondary Handicapped Enrollment in Pierce County Schools by Handicapping Condition (Grades 10-12)

Special Education Classification	Number of Students Grades 10-12	Percentage of Total
Behaviorally Disordered	132	9.62
Communication Disordered	16	1.17
Deaf	23	1.68
Hard of Hearing	21	1.53
Health Impaired	13	.95
Learning Disabled	920	67.05
Mentally Retarded	210	15.31
Multi-Handicapped	11	.80
Deaf and Blind	1	.07
Orthopedically Impaired	20	1.46
Visually Impaired	5	.36
Total (Unduplicated)	1372	100.00%

FIGURE 2

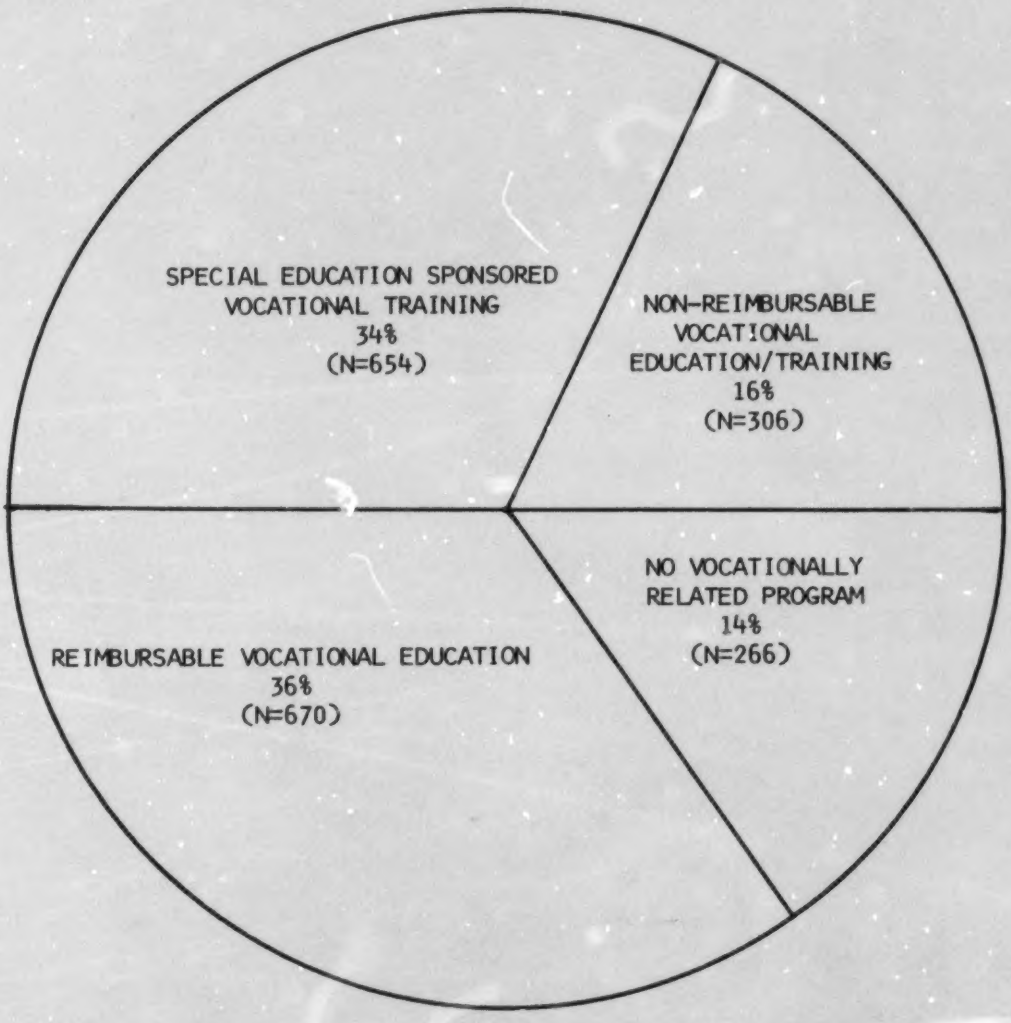
OFFICE FOR CIVIL RIGHTS 1979

SECONDARY HANDICAPPED STUDENT ENROLLMENT IN VOCATIONAL EDUCATION BY HANDICAPPING CONDITION

Handicapping Condition	Secondary Handicapped Enrollment	
	Number	Percent
Mentally Retarded	58749	35.5
Seriously Emotionally Disturbed	12170	7.4
Specific Learning Disabled	60582	36.6
Speech Impaired	4654	2.3
Deaf-Blind	274	0.2
Orthopedically Impaired	4821	2.9
Visually Handicapped	4223	2.6
Deaf	1615	1.0
Hard of Hearing	3662	2.2
Other Health Impaired	10285	6.2
Multihandicapped	4540	2.7
TOTAL	165575	100.0

FIGURE 3

ENROLLMENT OF SECONDARY
HANDICAPPED STUDENTS IN
PIERCE COUNTY -- DUPLICATED COUNT
(N=1896)



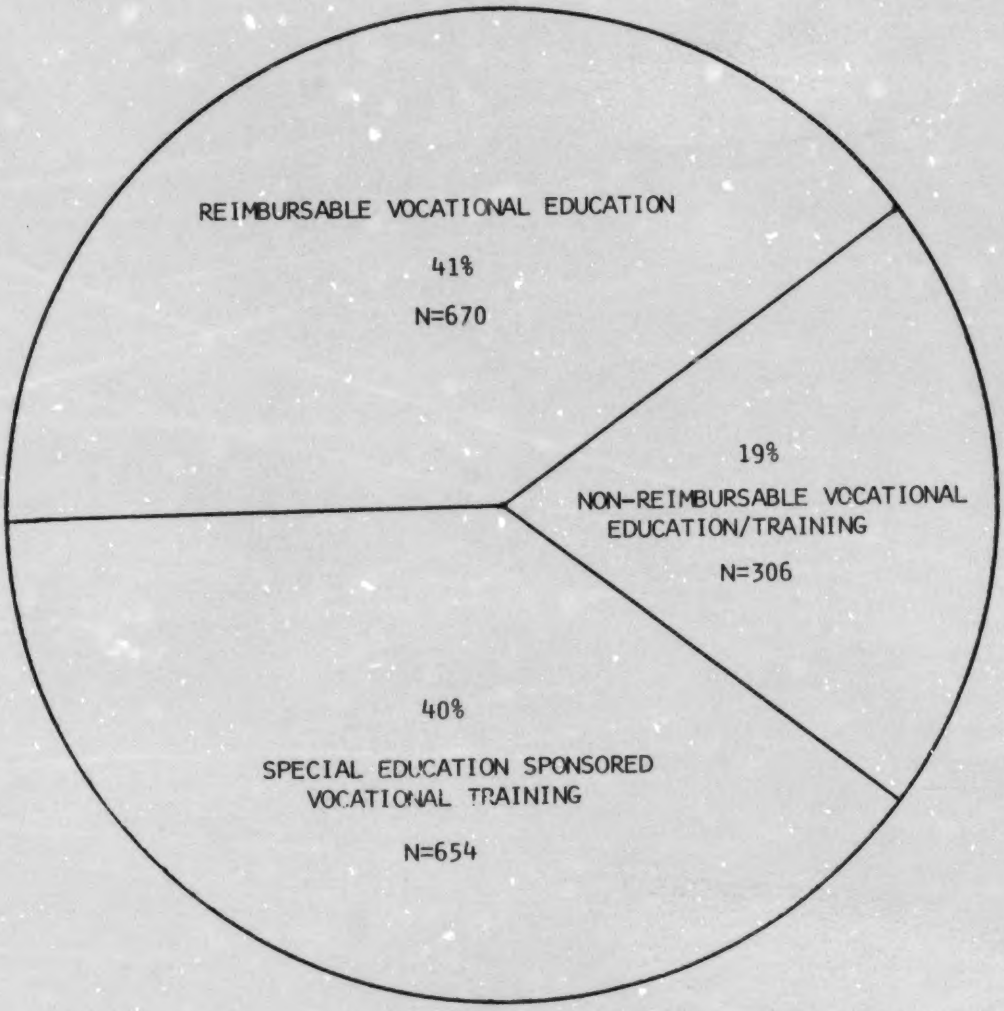
dollars, and staffed with State certified vocational education instructors. Special education sponsored vocational training programs are funded through State and federal special education dollars and staffed with State certified special education instructors. Non-reimbursable vocational education/training programs are funded through general education monies and may or may not be staffed with State certified vocational or special education instructors. Instructor certification for non-reimbursable programs is, however, State recognized but may be in areas other than vocational or special education.

Due to the fact that students may be enrolled in more than one program type, a duplicated count is included in this figure. A total of 266 students do not participate in any vocationally related program. The 266 students represent fourteen (14) percent of the duplicated count, and nineteen (19) percent of the unduplicated count. Of the group with no vocationally related program, the distribution is similar to the overall county percentages of handicapping condition in Figure 1, indicating that handicapping condition has no apparent bearing on whether or not the student is afforded access to a given program type.

Figure 4: This figure shows the percentages of handicapped students in program by program type. It does not include the

FIGURE 4

ENROLLMENT PERCENTAGES OF HANDICAPPED STUDENTS
IN PROGRAM BY PROGRAM TYPE
(DUPLICATED COUNT)
(N=1630)



group with no vocationally related program, but obviously still represents a duplicated count.

Figure 5: Figure 5 represents handicapped student enrollment in reimbursable vocational education programs by handicapping condition and program option. The code for handicapping condition is as follows:

BD - Behaviorally Disordered
CD - Communication Disordered
DF - Deaf
HH - Hard of Hearing
HI - Health Impaired
LD - Learning Disabled
MR - Mentally Retarded
MUL- Multi-handicapped
D&B- Deaf and Blind
OI - Orthopedically Impaired
VI - Visually Impaired

The code for reimbursable vocational education progam options is:

HFL - Home and Family Life (Home Economics)
IA - Industrial Arts
B&O - Business and Office Education
Ag - Agriculture Education
T&I - Trade and Industrial Education
DO - Diversified Occupations
DE - Distributive Education
Tech - Technical Education
SEO - Special Education Only Vocational Programs (self-contained)
Other- Programs not otherwise accounted for, but funded through vocational education

The vertical percentages column shows percent of involvement by handicapping condition, and the horizontal percentages row shows percent of enrollment in program option considering all

FIGURE 5

Students Enrolled In
Reimbursable Vocational Education
by Handicapping Condition and
Program Option

Handicapping Condition	Program Options: HFL	IA	B&O	Ag	T&I	DO	DE	Tech	SEO	Other	TOTALS	PERCENTAGE
BD	6	12	12	14	8	3	1			2	58	8.66
CD		1	5		1						7	1.05
DF		4	5	1	4	1					15	2.24
HH	2	1		2	2	2					9	1.34
HI	1	2	1	1	1		1				7	1.05
LD	73	105	90	112	48	31	19	1	1	23	503	75.07
MR	21	7	7	9	5	7	1	1	2	1	61	9.10
MUL					1						1	.15
D&B											0	0
OI	1	1			4	1	1				8	1.19
VI	1										1	.15
TOTALS	105	133	120	139	74	45	23	2	3	26	670	
PERCENTAGES	(15.67)	(19.85)	(17.91)	(20.75)	(11.04)	(6.73)	(3.43)	(.30)	(.45)	(3.88)		100.00%

handicapping conditions.

Figure 6: Handicapped enrollment figures are compared to total enrollment figures for each program area of reimbursable vocational education in figure 6. During 1983-84, 15,251 students were enrolled in vocational education programs in Pierce County. Six hundred and seventy (670) of this number were handicapped, constituting just over four percent. Both figures (15,251 and 670) are duplicated counts.

Figure 7: This figure depicts student enrollment in Special Education Sponsored Vocational Training Programs by handicapping condition and program option. As in Figure 5, the percentage of involvement by handicapping condition is shown in the vertical percentages column, and percent of total handicapped enrollment by program option is shown in the horizontal percentage row.

Figure 8: Figure 8 provides information about students enrolled in non-reimbursable vocational education/training programs by handicapping condition and program option. The program options include abbreviations for Home and Family Life (HFL) and Industrial Arts (IA). These two program options are included as non-reimbursable because in some

PIERCE COUNTY HANDICAPPED
AND TOTAL ENROLLMENT IN
REIMBURSABLE VOCATIONAL EDUCATION
BY PROGRAM AREA (GRADES 10-12)

Program Area	Handicapped Enrollment	Percentage	Total Enrollment
Agriculture	139	11.32	1,228
Business & Office	120	2.03	5,920
Marketing & Distributive Education	23	2.76	834
Health Occupations	0	-0-	22
Home & Family Life	105	2.34	4,494
Industrial Arts	133	8.41	1,582
Trade & Industrial Education	74	18.55	399
Diversified Occupations & Other	76	9.84	772
TOTALS	670	4.39	15,251

FIGURE 7

Students Enrolled in Special Education
Sponsored Vocational Training by
Handicapping Condition and
Program Option

Handicap	Program Options: Pre Voc. Class	Work Study (Unpaid)	Work Exper. (Paid)	Career Awareness	Other	Totals	Percentages
BD	10	23	1	6	2	42	6.42
CD		10				10	1.53
DF						0	0
HH		1			1	2	.31
HI	1			1		2	.31
LD	84	105	7	57	70	323	49.39
MR	61	135	5	29	16	246	37.61
MUL		24				24	3.67
D&B						0	0
OI	1	2		2		5	.76
VI						0	0
TOTALS	157	300	13	95	89	654	
PERCEN-TAGES	(24.01)	(45.87)	(1.98)	(14.53)	(13.61)		100.00%

FIGURE 8

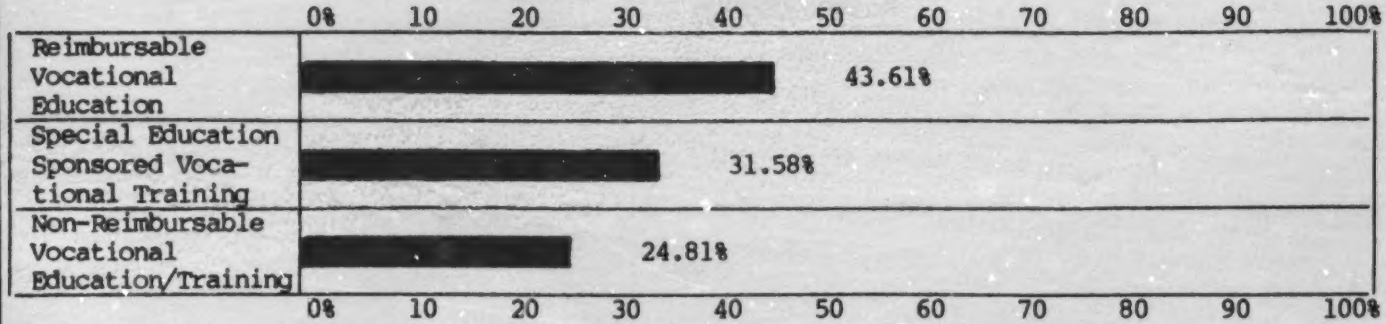
Students Enrolled in Non-Reimbursable Vocational Education/Training Programs
By Handicapping Condition and Program Option

Handicapping Condition	Program Options: HFL	IA	Career Class	Work Study (Unpaid)	Work Experience (Paid)	Other	Total	Percentage
BD	8	17	3	4		1	33	10.78
CD	2	1	1	1			5	1.63
DF	3	2	1	1			7	2.29
HH	3	4					7	2.29
HI	17			2		1	20	6.54
LD	27	102	36	32	1	9	207	67.65
MR	5	9	3	4			21	6.86
MUL							0	0
D&B							0	0
OI		3	1	1			5	1.63
VI			1				1	.33
TOTALS	65	138	46	45	1	11	306	
PERCENTAGES	(21.24)	(45.10)	(15.03)	(14.71)	(.33)	(3.59)		100.00%

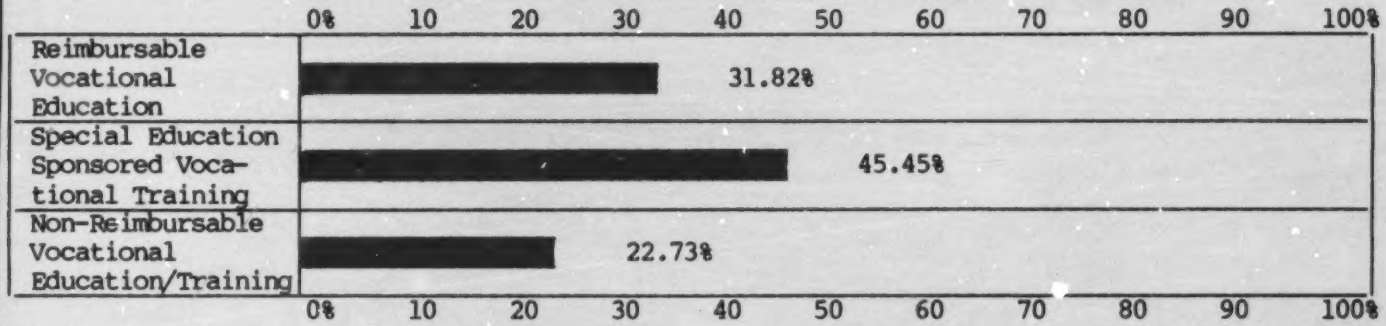
cases, districts do not receive vocational education funding. but continue to operate the program.

Graphs: The graphs on pages 20 through 24 represent percentage of involvement in program type by each handicapping condition. Each graph depicts a pattern of enrollment that either approximates or contradicts the normal distribution of all students by program type. For example, when the total secondary population in Pierce County is considered, a normal distribution pattern of vocational preparation from highest to lowest degree of involvement is: 1) reimbursable vocational education; 2) non-reimbursable vocational education/training; and 3) special education sponsored vocational training. According to these graphs only the deaf, hard of hearing and visually impaired students fit that pattern.

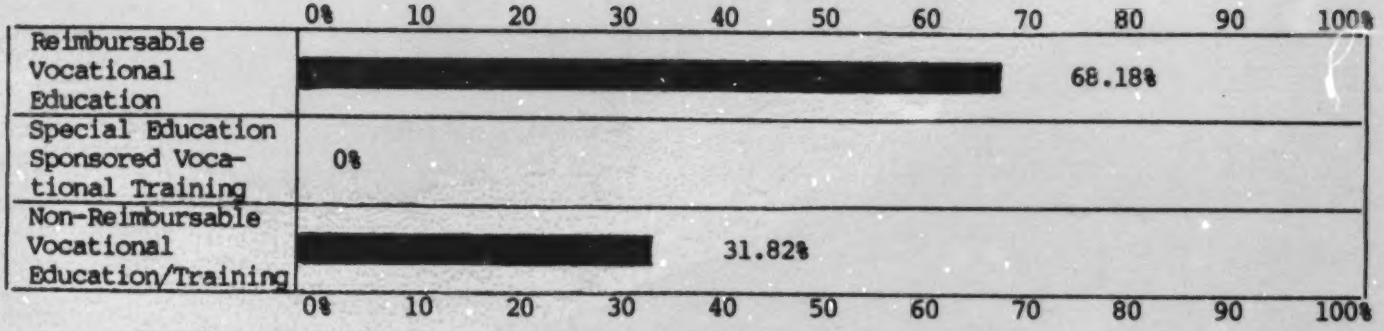
Percentage of Involvement
in Program Type for Behaviorally
Disordered Students
(N=133)


0% 10 20 30 40 50 60 70 80 90 100%
Reimbursable Vocational Education
43.61%
Special Education Sponsored Vocational Training
31.58%
Non-Reimbursable Vocational Education/Training
24.81%
0% 10 20 30 40 50 60 70 80 90 100%

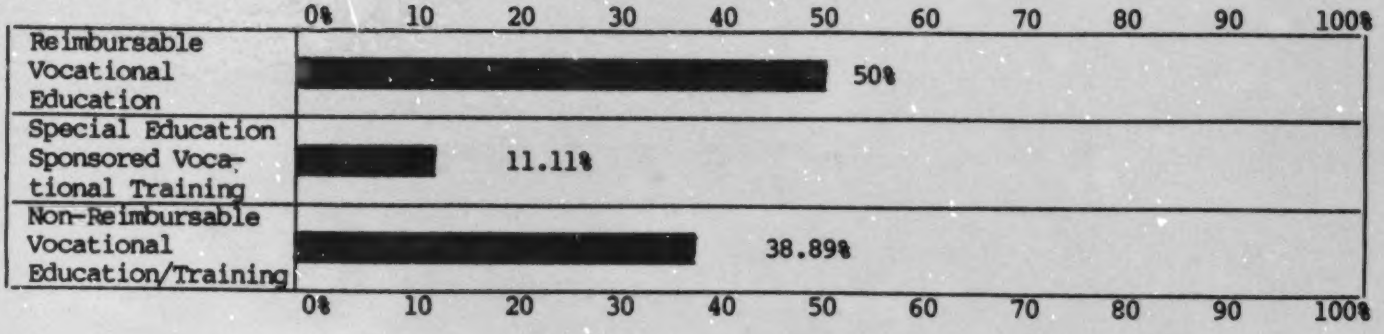
Percentage of Involvement
in Program Type for Communication
Disordered Students
(N=22)


0% 10 20 30 40 50 60 70 80 90 100%
Reimbursable Vocational Education
31.82%
Special Education Sponsored Vocational Training
45.45%
Non-Reimbursable Vocational Education/Training
22.73%
0% 10 20 30 40 50 60 70 80 90 100%

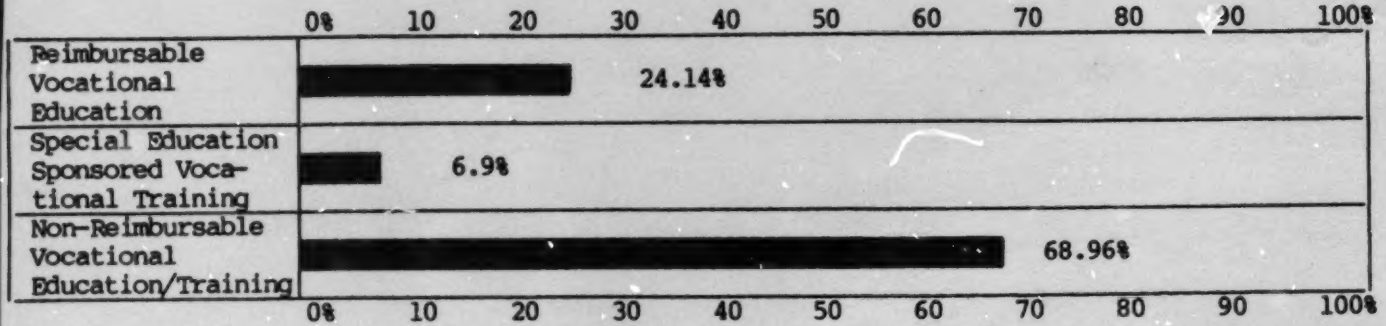
Percentage of Involvement
in Program Type for
Deaf Students
(N=22)


0% 10 20 30 40 50 60 70 80 90 100%
Reimbursable Vocational Education
68.18%
Special Education Sponsored Vocational Training
0%
Non-Reimbursable Vocational Education/Training
31.82%
0% 10 20 30 40 50 60 70 80 90 100%

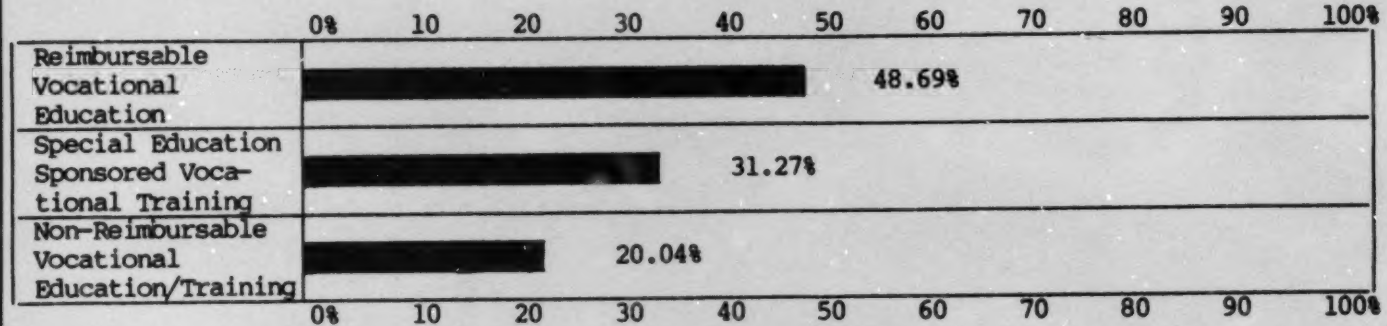
Percentage of Involvement
in Program Type for
Hard of Hearing Students
(N=18)


0% 10 20 30 40 50 60 70 80 90 100%
Reimbursable Vocational Education
50%
Special Education Sponsored Vocational Training
11.11%
Non-Reimbursable Vocational Education/Training
38.89%
0% 10 20 30 40 50 60 70 80 90 100%

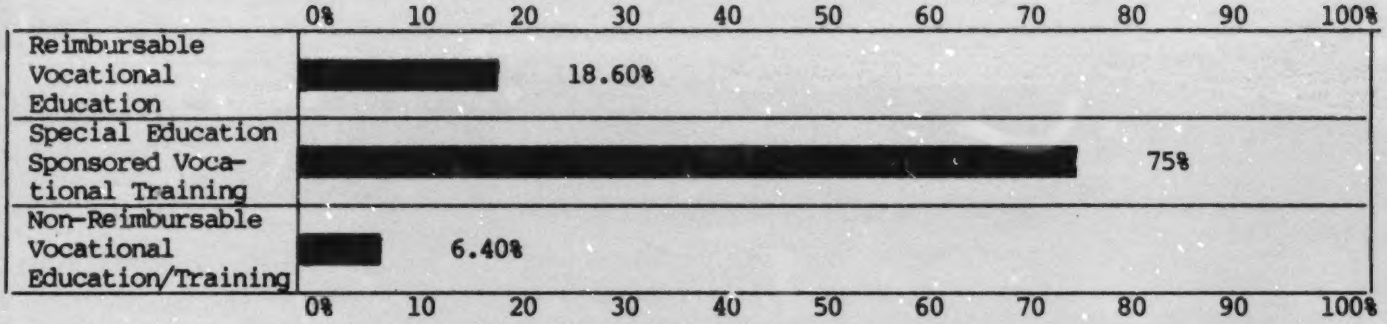
Percentage of Involvement
in Program Type for
Health Impaired Students
(N=29)


0% 10 20 30 40 50 60 70 80 90 100%
Reimbursable Vocational Education
24.14%
Special Education Sponsored Vocational Training
6.9%
Non-Reimbursable Vocational Education/Training
68.96%
0% 10 20 30 40 50 60 70 80 90 100%

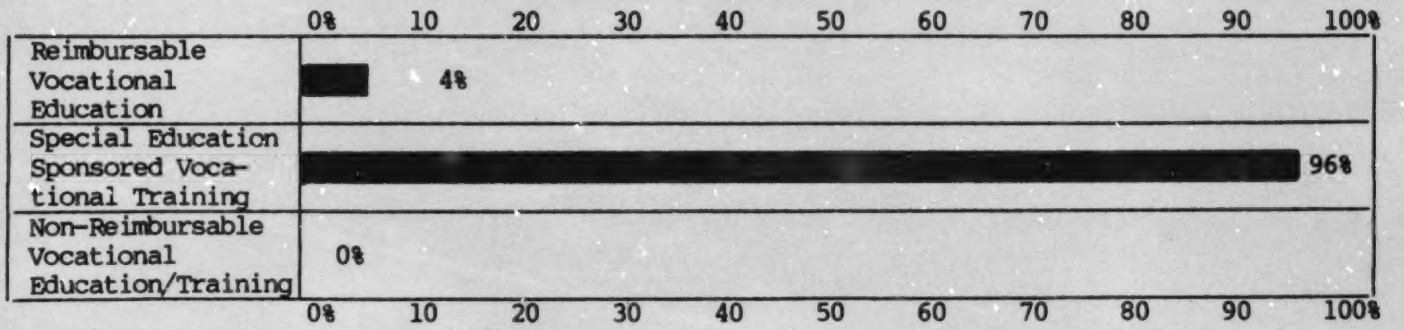
Percentage of Involvement
in Program Type for
Learning Disabled Students
(N=1,033)


0% 10 20 30 40 50 60 70 80 90 100%
Reimbursable Vocational Education
48.69%
Special Education Sponsored Vocational Training
31.27%
Non-Reimbursable Vocational Education/Training
20.04%
0% 10 20 30 40 50 60 70 80 90 100%

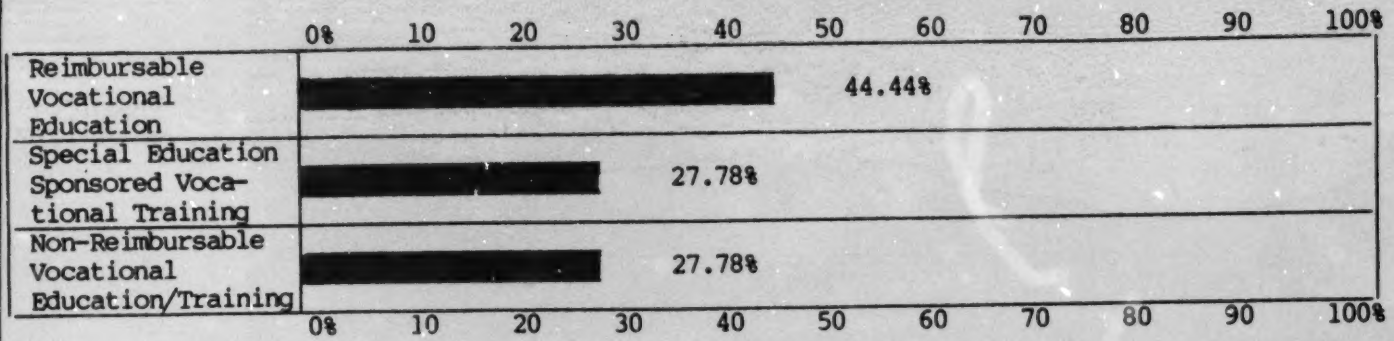
Percentage of Involvement in Program Type
for Mild Mentally Retarded Students
(N=328)


0% 10 20 30 40 50 60 70 80 90 100%
Reimbursable Vocational Education
18.60%
Special Education Sponsored Vocational Training
75%
Non-Reimbursable Vocational Education/Training
6.40%
0% 10 20 30 40 50 60 70 80 90 100%

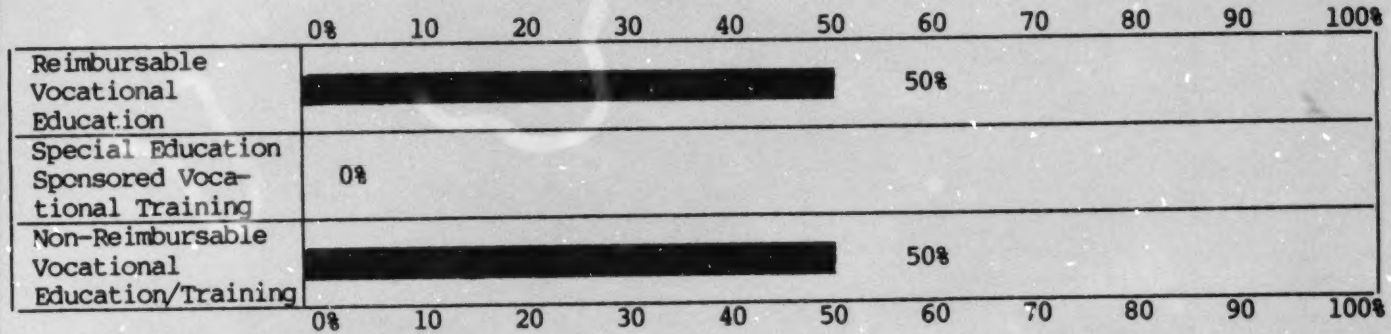
Percentage of Involvement in Program Type
for Multi-handicapped Students
(N=25)


0% 10 20 30 40 50 60 70 80 90 100%
Reimbursable Vocational Education
4%
Special Education Sponsored Vocational Training
96%
Non-Reimbursable Vocational Education/Training
0%
0% 10 20 30 40 50 60 70 80 90 100%

Percentages of Involvement in Program Type
for Orthopedically Impaired Students
(N=18)



Percentages of Involvement in Program Type for
Visually Impaired Students
(N=2)



QUALITATIVE DATA

Figure 9: This figure shows the percentage of corresponding goal statements on IEPs by program type. In order to compile this data, each student's IEP was reviewed and corresponding goal statements were rated using the following criteria:

> Content Goal: A content goal speaks directly to the content of the program type or option in which the student was enrolled (i.e., student will be able to use basic hand tools in the woodworking area of Industrial Arts).
>
> Prevocational Goal: A prevocational goal is generic to any vocationally related program type or option the student was involved in (i.e., student will attend class regularly, or student will be able to initiate new tasks without prompting at least 70% of the time).
>
> Placement Goal: A goal categorized as placement in nature is one that only describes the student's involvement with a particular program type or option (i.e., student will participate in Metal Fabrication program, or student will be placed in Typing I class of Business and Office Education program).
>
> None: No vocationally identifiable goal appeared on the IEP regardless of placement.

Figure 9 also presents both vertical and horizontal totals by number and percentage. For example, in Reimbursable Vocational Education, 61 students, or 9.10 percent of the 670 handicapped students enrolled had goals that were classified as "Content". And 240, or 14.73 percent of the total 1,630 students had "Content" goals when all program types were considered.

FIGURE 9

Percentage of Corresponding Goal Statements
on IEPs by Program Type

Program Type	Goal Statements: Content	Prevocational	Placement	None	Total
Reimbursable Vocational Education	61 (9.10%)	73 (10.90%)	68 (10.15%)	468 (69.85%)	670 (100%)
Special Education Sponsored Vocational Training	155 (23.70%	267 (40.83%)	111 (16.97%)	121 (18.50%)	654 (100%)
Non-Reimbursable Vocational Education/Training	24 (7.84%)	16 (5.23%)	45 (14.71)	221 (72.22%)	306 (100%)
	240 (14.73%)	356 (21.84%)	224 (13.74)	810 (49.69%)	1,630 (100%)

Figure 10: The percentage of corresponding goal statements on IEPs by program option in Reimbursable Vocational Education is described in Figure 10. Both the actual numbers and percentages are contained in this figure.

Figure 11: This figure represents the number and percentage of corresponding goal statements on IEPs by program option in Special Education Sponsored Vocational Training.

Figure 12: As in Figures 10 and 11, Figure 12 shows the number and subsequent percentages of corresponding goal statements on IEPs for the program options that constitute Non-reimbursable Vocational Education/Training.

Figure 13: Figure 13 is actually a series of figures found on pages 31 through 35. The series describes the percentages of corresponding goal statements on IEP's for Reimbursable Vocational Education by program option and handicapping condition. If data is not included on any particular handicapping condition, it is due to the fact that no students within that category were enrolled in the program type. The same will be true for Figures 14 and 15.

Figure 14: This figure is also presented in series, and begins on page 36 and ends on page 39. It includes the

FIGURE 10

REIMBURSABLE VOCATIONAL EDUCATION

Percentage of Corresponding Goal Statements on IEPs by Program Option

Program Option	Content No.	Content Percentage	Prevocational No.	Prevocational Percentage	Placement No.	Placement Percentage	None No.	None Percentage	Total No.
Home & Family Life	12	(11.43)	14	(13.33)	6	(5.72)	73	(69.52)	105
Industrial Arts	5	(3.76)	13	(9.77)	10	(7.52)	105	(78.95)	133
Business & Office	8	(6.66)	5	(4.17)	5	(4.17)	102	(85.00)	120
Agriculture	7	(5.04)	10	(7.19)	22	(15.83)	100	(71.94)	139
Trade & Industrial	5	(6.76)	10	(13.51)	15	(20.27)	44	(59.46)	74
Marketing and Distributive Education	1	(4.35)	5	(21.74)	1	(4.35)	16	(69.56)	23
Diversified Occupations and Other	23	(30.26)	16	(21.05)	9	(11.84)	28	(36.85)	76
TOTALS	61	(9.10)	73	(10.90)	68	(10.15)	468	(69.85)	670

FIGURE 11

SPECIAL EDUCATION SPONSORED VOCATIONAL TRAINING

Percentage of Corresponding Goal Statements on IEPs by Program Option

Program Option	Content		Prevocational		Placement		None		Total
	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage	No.
Prevocational Class	51	(32.48)	50	(31.85)	23	(14.65)	33	(21.02)	157
Work Study (Unpaid)	29	(9.67)	137	(45.67)	73	(24.33)	61	(20.33)	300
Work Experience (Paid)	1	(7.69)	7	(53.85)	2	(15.38)	3	(23.08)	13
Career Awareness	13	(13.68)	64	(67.37)	4	(4.21)	14	(14.74)	95
Other	61	(68.54)	9	(10.11)	9	(10.11)	10	(11.24)	89
TOTALS	155	(23.70)	267	(40.83)	111	(16.97)	121	(18.50)	654

FIGURE 12

NON-REIMBURSABLE VOCATIONAL EDUCATION/TRAINING

Percentage of Corresponding Goal Statements on IEPs by Program Option

Program Options	Content		Prevocational		Placement		None		Total
	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage	No.
Home & Family Life	7	(10.77)	2	(3.08)	1	(1.54)	55	(84.61)	65
Industrial Arts	12	(8.70)	11	(7.97)	9	(6.52)	106	(76.81)	138
Career Class	2	(4.35)	3	(6.52)	30	(65.22)	11	(23.91)	46
Work Study (Unpaid)	2	(4.44)	0		0		43	(95.56)	45
Work Experience (Paid)	0		0		0		1	(100.00)	1
Other	1	(9.10)	0		5	(45.45)	5	(45.45)	11
TOTALS	24	(7.84)	16	(5.23)	45	(14.71)	221	(72.22)	306

FIGURE 13

REIMBURSABLE VOCATIONAL EDUCATION

Percentage of Corresponding Goal Statements on IEPs
by Handicapping Condition

(Behaviorally Disordered)

Goal Statements	Program Options: HFL	IA	BO	Ag	T&I	DO	DE	Other	Totals	Percentages
Content	1	0	2	0	1	2	0	0	6	10.34
Prevocational	1	3	1	3	1	0	0	0	9	15.52
Placement	0	0	0	2	0	0	0	2	4	6.90
None	4	9	9	9	6	1	1	0	39	67.24
Totals	6	12	12	14	8	3	1	2	58	100.00%

(Communication Disordered)

Goal Statements	Program Options: IA	B&O	T&I	Totals	Percentage
Content	1	0	0	1	14.29
Prevocational	0	0	0	0	0
Placement	0	0	0	0	0
None	0	5	1	6	85.71
Totals	1	5	1	7	100.00%

REIMBURSABLE VOCATIONAL EDUCATION

Percentage of Corresponding Goal Statements on IEPs
by Handicapping Condition

(Deaf)

Goal Statements	Program Options: IA	B&O	Ag	T&I	DO	Totals	Percentage
Content	1	0	0	1	0	2	13.33
Prevocational	0	0	0	0	0	0	-0-
Placement	0	0	0	2	0	2	13.33
None	3	5	1	1	1	11	73.34
Totals	4	5	1	4	1	15	100.00%

(Hard of Hearing)

Goal Statements	Program Options: HFL	IA	Ag	T&I	DO	Totals	Percentage
Content	1	0	0	0	0	1	11.11
Prevocational	0	0	0	0	0	0	-0-
Placement	0	0	0	0	0	0	-0-
None	1	1	2	2	2	8	88.89
Totals	2	1	2	2	2	9	100.00%

REIMBURSABLE VOCATIONAL EDUCATION

Percentages of Corresponding Goal Statements on IEPs
by Handicapping Condition

(Health Impaired)

Goal Statements	Program Options: HFL	IA	B&O	Ag	T&I	DE	Totals	Percentage
Content	1	0	0	0	0	1	2	28.57
Prevocational	0	0	1	0	0	0	1	14.29
Placement	0	0	0	0	0	0	0	-0-
None	0	2	0	1	1	0	4	57.14
Totals	1	2	1	1	1	1	7	100.00%

(Learning Disabled)

Goal Statements	Program Options: HFL	IA	BO	Ag	T&I	DO	DE	Tech	Special Ed Only	Other	Totals	Percentage
Content	6	2	5	7	3	13	0	0	0	2	38	7.56
Prevocational	11	10	2	7	6	0	5	0	1	13	55	10.93
Placement	2	9	3	14	12	3	1	0	0	4	48	9.54
None	54	84	80	84	27	15	13	1	0	4	362	71.97
Totals	73	105	90	112	48	31	19	1	1	23	503	100.00%

REIMBURSABLE VOCATIONAL EDUCATION

Percentage of Corresponding Goal Statements on IEPs
by Handicapping Condition

(Mentally Retarded)

Goal Statements	Program Options: HFL	IA	BO	Ag	T&I	DO	DE	Tech	Special Ed Only	Other	Totals	Percentages
Content	2	1	1	0	0	5	0	0	0	0	9	14.75
Prevocational	2	0	1	0	0	0	0	0	2	0	5	8.20
Placement	4	1	2	6	0	0	0	0	0	0	13	21.31
None	13	5	3	3	5	2	1	1	0	1	34	55.74
Totals	21	7	7	9	5	7	1	1	2	1	61	100.00%

(Multi-handicapped)

Goal Statements	Program Options: T&I	Totals	Percentage
Content	0	0	0
Prevocational	0	0	0
Placement	0	0	0
None	1	1	100%
Total	1	1	100%

REIMBURSABLE VOCATIONAL EDUCATION

Percentages of Corresponding Goal Statements on IEPs
by Handicapping Condition

(Orthopedically Impaired)

Goal Statements	Program Options: HFL	IA	DO	DE	T&I	Totals	Percentage
Content	1	0	1	0	0	2	25.00
Prevocational	0	0	0	0	3	3	37.50
Placement	0	0	0	0	1	1	12.50
None	0	1	0	1	0	2	25.00
Totals	1	1	1	1	4	8	100.00%

(Visually Impaired)

Goal Statements	Program Options: HFL	Totals	Percentage
Content	0	0	0
Prevocational	0	0	0
Placement	0	0	0
None	1	1	100%
Total	1	1	100%

FIGURE 14

SPECIAL EDUCATION SPONSORED VOCATIONAL TRAINING

Percentage of Corresponding Goal Statements on IEPs
by Handicapping Condition

(Behaviorally Disordered)

Goal Statements	Program Options: Pre Voc. Class	Work Study (Unpaid)	Work Exper. (Paid)	Career Awareness	Other	Totals	Percentage
Content	2	2	0	3	0	7	16.67
Prevocational	3	9	0	3	1	16	38.10
Placement	1	7	0	0	0	8	19.04
None	4	5	1	0	1	11	26.19
Totals	10	23	1	6	2	42	100.00%

(Communication Disordered)

Goal Statements	Program Options: Work Study (Unpaid)	Totals	Percentage
Content	2	2	20.00
Prevocational	2	2	20.00
Placement	1	1	10.00
None	5	5	50.00%
Totals	10	10	100.00%

SPECIAL EDUCATION SPONSORED VOCATIONAL TRAINING

Percentage of Corresponding Goal Statements on IEPs
by Handicapping Condition

(Hard of Hearing)

Goal Statements	Program Options: Work Study (Unpaid)	Other	Totals	Percentage
Content	0	1	1	50.00%
Prevocational	0	0	0	-0-
Placement	0	0	0	-0-
None	1	0	1	50.00%
Totals	1	1	2	100.00%

(Health Impaired)

Goal Statements	Program Options: Pre Voc. Class	Career Awareness	Totals	Percentage
Content	1	1	2	100.00
Prevocational	0	0	0	-0-
Placement	0	0	0	-0-
None	0	0	0	-0-
Totals	1	1	2	100.00%

SPECIAL EDUCATION SPONSORED VOCATIONAL TRAINING

Percentage of Corresponding Goal Statements on IEPs
by Handicapping Condition

(Learning Disabled)

Goal Statements	Program Options: Pre Voc. Class	Work Study (Unpaid)	Work Exper. (Paid)	Career Awareness	Other	Totals	Percentage
Content	32	4	0	5	49	90	27.86
Prevocational	21	58	4	44	7	134	41.49
Placement	8	15	2	1	8	34	10.53
None	23	28	1	7	6	65	20.12
Totals	84	105	7	57	70	323	100.00%

(Mentally Retarded)

Goal Statements	Program Options: Pre Voc. Class	Work Study (Unpaid)	Work Exper. (Paid)	Career Awareness	Other	Totals	Percentage
Content	16	18	1	4	11	50	20.33
Prevocational	26	58	3	17	1	105	42.68
Placement	13	42	0	3	1	59	23.98
None	6	17	1	5	3	32	13.01
Totals	61	135	5	29	16	246	100.00%

SPECIAL EDUCATION SPONSORED VOCATIONAL TRAINING

Percentage of Corresponding Goal Statements on IEPs
by Handicapping Condition

(Multi-handicapped)

Goal Statements	Program Options: Work Study (Unpaid)	Totals	Percentage
Content	3	3	12.50
Prevocational	9	9	37.50
Placement	7	7	29.17
None	5	5	20.83
Totals	24	24	100.00%

(Orthopedically Impaired)

Goal Statements	Program Options: Pre Voc. Class	Work Study (Unpaid)	Career Awareness	Totals	Percentage
Content	0	0	0	0	-0-
Prevocational	0	1	0	1	20.00%
Placement	1	1	0	2	40.00%
None	0	0	2	2	40.00%
Totals	1	2	2	5	100.00%

percentages of corresponding goal statements on IEPs for Special Education Sponsored Vocational Training by program option and handicapping condition.

Figure 15: The final figure series is located on pages 41 through 45, and presents the percentages of corresponding goal statements on IEPs for students enrolled in Non-reimbursable Vocational Education/Training Programs. Again, information is provided by program option and handicapping condition.

FIGURE 15

NON-REIMBURSABLE VOCATIONAL EDUCATION/TRAINING PROGRAMS

Percentage of Corresponding Goal Statements on IEPs
by Handicapping Condition

(Behaviorally Disordered)

Goal Statements	Program Options: HFL	IA	Career Class	Work Study (Unpaid)	Other	Totals	Percentage
Content	1	4	0	0	1	6	18.18
Prevocational	0	1	0	0	0	1	3.03
Placement	0	0	2	0	0	2	6.06
None	7	12	1	4	0	24	72.73
Totals	8	17	3	4	1	33	100.00%

(Communication Disordered)

Goal Statements	Program Options: HFL	IA	Career Class	Work Study (Unpaid)	Totals	Percentage
Content	1	0	0	1	2	40.00
Prevocational	0	0	0	0	0	-0-
Placement	0	0	0	0	0	-0-
None	1	1	1	0	3	60.00
Totals	2	1	1	1	5	100.00%

NON-REIMBURSABLE VOCATIONAL EDUCATION/TRAINING PROGRAMS

Percentage of Corresponding Goal Statements on IEPs
by Handicapping Condition

(Deaf)

Goal Statements	Program Options HFL	IA	Career Class	Work Study (Unpaid)	Totals	Percentage
Content	0	1	1	0	2	28.57%
Prevocational	0	0	0	0	0	-0-
Placement	0	0	0	0	0	-0-
None	3	1	0	1	5	71.43
Totals	3	2	1	1	7	100.00%

(Hard of Hearing)

Goal Statements	Program Options: HFL	IA	Totals	Percentage
Content	0	1	1	14.29
Prevocational	0	0	0	-0-
Placement	0	0	0	-0-
None	3	3	6	85.71
Totals	3	4	7	100.00%

NON-REIMBURSABLE VOCATIONAL EDUCATION/TRAINING PROGRAMS

Percentage of Corresponding Goal Statements on IEPs
by Handicapping Condition

(Health Impaired)

Goal Statements	Program Options: HFL	Work Study (Unpaid)	Other	Totals	Percentage
Content	2	0	0	2	10.00
Prevocational	0	0	0	0	-0-
Placement	0	0	1	1	5.00
None	15	2	0	17	85.00
Totals	17	2	1	20	100.00%

(Learning Disabled)

Goal Statements	Program Options: HFL	IA	Career Class	Work Study (Unpaid)	Work Exper. (Paid)	Other	Totals	Percentage
Content	3	5	1	1	0	0	10	4.83
Prevocational	2	9	3	0	0	0	14	6.72
Placement	1	7	25	0	0	4	37	17.88
None	21	81	7	31	1	5	146	70.53
Totals	27	102	36	32	1	9	207	100.00%

NON-REIMBURSABLE VOCATIONAL EDUCATION/TRAINING PROGRAMS

Percentage of Corresponding Goal Statements on IEPs
by Handicapping Condition

(Mentally Retarded)

Goal Statements	Program Options: HFL	IA	Career Class	Work Study (Unpaid)	Totals	Percentage
Content	0	1	0	0	1	4.76
Prevocational	0	1	0	0	1	4.76
Placement	0	2	2	0	4	19.05
None	5	5	1	4	15	71.43
Totals	5	9	3	4	21	100.00%

(Orthopedically Impaired)

Goal Statements	Program Options: A	Career Class	Work Study (Unpaid)	Totals	Percentage
Content	0	0	0	0	-0-
Prevocational	0	0	0	0	-0-
Placement	0	1	0	1	20.00
None	3	0	1	4	80.00
Totals	3	1	1	5	100.00%

NON-REIMBURSABLE VOCATIONAL EDUCATION/TRAINING PROGRAMS

Percentage of Corresponding Goal Statements on IEPs
by Handicapping Condition

(Visually Impaired)

Goal	Program Options: Career	Totals	Percentage
Content	0	0	-0-
Prevocational	0	0	-0-
Placement	0	0	-0-
None	1	1	100.00%
Totals	1	1	100.00%

OBSERVATIONS:

An Assessment of Secondary Vocational Program Placements and Corresponding IEP Goal Statements (FY 83-84) is the third and final baseline data collection effort conducted by the ESD 121 Pierce County Vocational/Special Education Cooperative during the inaugural year. As such, the study cannot be viewed in strict isolation. When the totality of the baseline data is considered, this third piece of information provides at least two interrelated themes consistent with the other studies in the series. First, although vocational preparation of the handicapped is a concern among the participating districts, it has not been viewed as a top priority. And second, because the area does not enjoy high priority status, there is little evidence of coordination of effort among instructional providers on behalf of handicapped learners.

According to the results of this study, there seemed to be no clear preference in terms of the routes that vocational preparation of the handicapped could take. Almost as many students participated in special education sponsored vocational training as participated in reimbursable vocational education. Reimbursable vocational education is clearly the choice of the nonhandicapped in Pierce County when the development of occupational skills at the secondary level is considered. Yet, only 4.39 percent of the total enrollment

in reimbursable vocational education was identified as handicapped, and more than 19 percent of all 1372 (unduplicated) handicapped students in Pierce County did not participate in any vocationally related program type. In special education sponsored vocational training, over 45 percent of the population was involved in unpaid work study; and in non-reimbursable vocational education/training, over 45 percent were engaged in industrial arts. Both unpaid work study and industrial arts are generally recognized more for exploration in reference to vocational preparation than for salable skills acquisition. Further evidence that vocational education for the handicapped has not been a top priority was found in a follow-up study of former special education students which indicated that one out of every two former students either has not worked, or earned less than poverty level wages during the last three years (Gill, 1984).

The lack of coordination of effort among instructional providers has been seen in at least two sources. In a previous survey of vocational education staff at the secondary level, seven out of ten vocational educators reported no involvement in the instructional planning (IEP) process (Gill, 1984). And in this study, no vocationally related goals were found in over 69 percent of the IEPs for students enrolled in reimbursable vocational education. That number climbed to over 72 percent in non-reimbursable vocational

education/training.

It should be noted here that in the State of Washington, the administrative codes for education of the handicapped stipulate that all handicapped youth aged 14 or above should have a career/vocational goal identified on the IEP, provided that it is "specially designed instruction." "Specially designed instruction" is defined as planned teaching and/or training, and can only be provided by special education certified personnel (State of Washington, 1984). A logical assumption is that career/vocational goals would only appear on program placements sponsored by special education (at least 18 percent of the time this did not occur in the study). Taken literally, this requirement appears to be a disincentive for collaborative instructional planning because local interpretation has been that the handicapped student enrolled in reimbursable or non-reimbursable vocational programs required no assistance or "specially designed instruction" to succeed. Following this logic and by definition then, handicapped students enrolled in reimbursable or non-reimbursable vocational classes are not handicapped. This notation is included not to criticize or condemn, but merely to provide some explanation for the obvious lack of instructional provider coordination that appears in the compilation of this data.

Even with federally sponsored legislation regarding

comprehensive vocational education for the handicapped and transitional type programming during the last decade, these initiatives have not filtered down to the local district level and resulted in systematic program change. If the development of job entry level skills and the establishment of a foundation for postsecondary vocational education is the goal for secondary vocational education, then the same goal ought to be identified for secondary vocational education of the handicapped. A clear acceptance of this goal could conceivably result in early occupational intervention for handicapped learners so that when a student reaches high school, he/she can profit by and benefit from vocational opportunities. Early occupational intervention, together with the increased involvement of vocational staff in the instructional process are sorely needed to have some potential impact on the traditional unemployment and underemployment that seem to plague the secondary mildly handicapped in Pierce County.

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State of Washington. Rules and Regulations for Programs Providing Services to Children with Handicapping Conditions. Olympia, Washington: Superintendent for Public Instruction, 1984.

APPENDIX A

HOOL: _____ *S *R *N

Student Name	Grade	M/C	None	Special Ed. Placed Code*S	Special Ed. Goals *G	Reimbursable Voc. Placed Code*R	Reimbursable Voc. Goals *G	Non-Reimbursable Voc. Placed Code*N	Non-Reimbursable Voc. Goals *G	Special Project Placed Y/N	Special Project Goals *G	Comments

SPECIAL ED. CODE (*S)

Pre Voc. Class	-01
Work Study(Unpaid)	-02
Work Experience(Paid)	-03
Career Awareness	-04
Other	-05
None	- N

REIMBURSABLE VOC. CODE (*R)

H & F L	-01	D.O.	-06
I/A	-02	D.E.	-07
B.O.	-03	Technical	-08
Agric.	-04	Spec. Ed. Only	-09
T & I	-05	Other	-10
		None	-11

NON-REIMBURSABLE VOC. CODE (*N)

H & F L	-01
I/A	-02
Career Class	-03
Work Study(Unpaid)	-04
Work Experience (Paid)	-05
Other	-06
None	- N

GOALS CODE (*G)

Content	-01
Pre Voc.	-02
Placement	-03
None	- N

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APPENDIX B

CODE LEGEND FOR DATA COLLECTION

DISTRICT - State Code Number
BLDG - High School State Code Number
HDCP - Handicapping Condition. Codes as follows:

BD - Behaviorally Disordered
CD - Communication Disordered
DF - Deaf
HH - Hard of Hearing
HI - Health Impaired
LD - Learning Disabled
MR - Mentally Retarded
MUL - Multi-handicapped
D&B - Deaf and Blind
OI - Orthopedically Impaired
VI - Visually Impaired

NONE - No vocationally related program, but student is identified by special education. Code: 1 = yes, 0 = no.

SP - Special education sponsored vocational training programs are funded through State and federal special education dollars and staffed with State certified special education instructors. Codes as follows:

01 - pre-vocational class
02 - work study program (unpaid)
03 - work experience (paid)
04 - career awareness program
05 - other

SG - IEP corresponding goal statement information code:

01 - Content Goal: A content goal speaks directly to the content of the program type or option in which the student was enrolled (i.e., student will be able to use basic hand tools in the woodworking area of Industrial Arts).

02 - Prevocational Goal: A prevocational goal is generic to any vocationally related program type or option the student was involved in (i.e., student will be able to initiate new tasks without prompting at least 70% of the time).

03 - Placement Goal: A goal categorized as placement in nature is one that only describes the student's involvement with a particular program type or option (i.e., student will participate in Metal Fabrication program, or student will be placed in Typing I class of Business and Office Education program).

N - None: No vocationally identifiable goal appeared on the IEP regardless of placement.

RP - Reimbursable vocational education programs are programs funded with State and federal vocational education dollars, and staffed with State certified vocational education instructors. Codes follow:

01 - Home Economics or Home and Family Life program
02 - Industrial Arts
03 - Business and Office Education
04 - Agriculture programs
05 - Trade & Industrial Ed. programs (metals, carpentry, etc.)
06 - Diversified Occupations
07 - Distributive Education
08 - Technical programs (usually post secondary level, i.e., V.T.I.)
09 - Vocational programs in which only special ed. students are enrolled (i.e., segregated programs).
10 - Other

RG - IEP goal statements (same as SG)

NRP - Non-reimbursable vocational education/training programs are funded through general education monies and may or may not be staffed with State certified vocational or special education instructors. Codes are:

01 - Home and Family Life
02 - Industrial Arts
03 - Career class (through school counseling department perhaps)
04 - Work study through school, not special ed. (unpaid)
05 - Work experience through school, not special ed. (paid)
06 - Other

NRG - IEP goal statements (same as SG and RG)

SpP - Special projects such as Store or Goodwill or V.I.P. These are, or will be, named in comments section. Code: 1 = yes, 0 = no, then comment identifying program.

SpG - Goal statements on IEP for student, same as SG, RG, and NRG.

APPENDIX C

DIRECTIONS FOR VOCATIONAL/SPECIAL EDUCATION SURVEY

The purpose of this instrument is to provide the ESD 121 Vocational/Special Education Cooperative with specific information about the program placement of handicapped students within each building participating in the Co-op. Procedurally we are collecting data only on mildly handicapped students (grades 10 through 12) currently enrolled in public schools. We are defining mildly handicapped as those who are learning disabled, mildly mentally retarded, orthopedically impaired, behaviorally disordered, deaf, hard of hearing, and visually impaired. (See Code Legend.)

This form is basically collecting three types of information:

A. DEMOGRAPHIC INFORMATION: Demographic information for each student that includes student name, grade and handicapping condition.

B. EDUCATIONAL PLACEMENT: Educational placement data dealing with the type of vocational placements the student has as part of his/her program. These placements are divided into four basic areas:

1. Column 5 deals with special education supported programs, such as pre-voc., work study, work experience and career awareness classes.

2. Column 7 deals with reimbursable voc. programs, home and family life, vocationally approved industrial arts, business and office, etc.

3. Column 9 deals with non-reimbursable voc. home and family life, industrial arts, career class programs funded by basic or non-voc. funds.

4. Column 11 deals with special projects that may be on-going in your districts, an example would be the STORE Project in Tacoma which we are asking only the yes or no response to whether the child is placed there rather than a code dealing with the type of instruction that is on-going.

It should be noted that the placement information should be pulled directly from the student's class schedule in order to make a determination as to the number and types of programs in which the student is participating and the goal information which is on the IEP and permanent file.

C. IEP GOALS: IEP goals concerning the analysis of the goals and the IEP related to the placement in the vocational

programs. We wish to know whether the goals in the IEP (specific to the program placement) are: 1) content goals, 2) pre-voc. goals, 3) placement goals, or 4) no goals at all.

1. Content Goals (01) - Content goals are defined as those goals containing statements referring specifically to the content of a particular type of course. For example, "the student will demonstrate the uses of 15 basic handtools" would be a content goal. However, "measuring to 1/16th of an inch" would not be a content goal in that the second goal refers to a skill which is not necessarily specific to a single content area and might be a goal for math or industrial arts or voc. carpentry or any number of programs.

2. Pre-Voc. Goals (02) - In the example above, the goal "measuring to 1/16th of an inch" would be a pre-voc. goal. Also goals such as: attendance, grooming, and social skills or interviewing and holding a job would be pre-voc. types of goals.

3. Placement Goals (03) - A placement goal would be defined as a goal referring to where the child would be located in programs. For example, "student will be in the voc./carpentry class", or "the student will participate in business and office classes" would be placement goals.

4. None (N) - If no goal appears on the IEP for a specific vocational placement, then enter "N" in the appropriate cell.

SAMPLES

Below are four samples of types of codes which might occur in your district:

Sample #1: Refers to a 10th grade LD student who is participating in two types of classes, the first being a pre-vocational class funded through special ed. with an IEP goal referring to the fact that he will participate in the pre-voc. class. The second program in which he is participating is a trade and industry class with an IEP goal again only stating that he will participate in that trade and industry class, i.e., Voc. Carpentry or Welding.

Sample #2: Refers to an 11th grade mild LD student who has no vocational program whatsoever.

Sample #3: Refers to an 11th grade BD student who has two types of placements, the first being a non-reimbursable industrial arts class with a pre-vocational goal such as mentioned before (see #2 above) and the second placement being a special project, in this case the student is working at the STORE Project in Tacoma and has a content goal (see #1 above) for that placement.

Sample #4: Refers to a 12th grade LD student who has three vocational type placements. The first placement is a special education funded work experience (paid) program in which the student has a content specific goal. The second placement is a D.O. program with a goal which indicates that he will, in fact, participate in the D.O. program and the student also participates in a non-reimbursable voc. program funded by Basic Ed. (career class), but the student has no goals for that class.

These examples are typical of what we might find in the high school programs within Pierce County. If you have any questions concerning determination of what type of goal or code should be put on a placement, please call Doug Gill at 591-3739.

SCHOOL: _____ COL. 5 *S COL. 7 *R COL. 9 *N COL. 11

Student Name	Grade	H/C	None	Special Ed. Placed Code *I	Special Ed. Goals *G	Reimbursable Voc. Placed Code *R	Reimbursable Voc. Goals *G	Non-Reimbursable Voc. Placed Code *N	Non-Reimbursable Voc. Goals *G	Special Project Placed Y/N	Special Project Goals *G	Comments
SAMPLE #1	10	LD		01	03	05	03					
SAMPLE #2	11	MILD	X									
SAMPLE #3	11	BD		--	--	--	--	02	02	Y	01	STORE PROJECT
SAMPLE #4	12	LD		03	01	06	03	03	N	--	--	

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